

# Tempe High School

## Annual Report



2016



8506

## Introduction

The Annual Report for **2016** is provided to the community of **Tempe High School** as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

Natalie Hale

Relieving Principal

## School contact details

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9558 2336

## Message from the Principal

In 2016, Tempe High School continued to provide an engaging and innovative learning environment to our students. Our extra-curricular program offered 'learning' outside of the classroom and participation significantly grew in these activities. We are proudly a multicultural community where diversity is embraced and celebrated, and our welfare system is based on Respect, Engagement, Safety.

In our second year of the 2015–2017 School Plan, we worked on embedding the practices of our three strategic directions *Inspired Learning*, *Enhancing Teacher Capacity*, and *Organisational Effectiveness for Teaching and Learning*. This included

- training all staff in TELL (Teaching English Language Learners);
- training a group of staff in Gifted & Talented education through UNSW;
- applying more modules of Sentral in our day to day organisation and introducing E-diary as a method of communication with students and parents
- reviewing our welfare procedures in semester two and producing a new school wellbeing policy for consultation.

The school underwent External Validation at the beginning of Term 4 which allowed for the executive team to reflect on our current practices and consider ways to strengthen our core business of teaching and learning.

The school's academic performance for 2016 in the Higher School Certificate, NAPLAN, and VALID, as well as in school based assessment, continued to be strong. 104 Year 12 students were offered university places, 18 out of 32 courses performed above state average, and another 5 courses were within 1% of the state average. Our extension courses (Mathematics Extension 1 & 2, English Extension 1 & 2, History Extension 1) had outstanding results with 90% of students achieving marks in the top 2 bands (E3, E4).

There was a significant amount of staff change in the second half of 2016. I felt very lucky to have been able to step into the Principal's role and lead the school throughout Term 4, and into 2017. Tempe High School is a school which provides opportunities to students in all areas. The school has accomplished great things in the areas of Creative Arts, Sport, Academia, Technology, Student Leadership and Community Service. Students are engaging in extra-curricular activities at all levels, and outside of school they are excelling in fields that parents are doing the hard yards for. I have thoroughly enjoyed being a part of the Tempe High School community and know it will continue to be a great public school.

**Ms Natalie Hale**

Relieving Principal

## School background

### School vision statement

At Tempe High School we build positive relationships, have high expectations and work hard to ensure that our Teaching & Learning is focused on equity, excellence and harmony.

### School context

Tempe High School has an enrolment of 946 students. 74% of students are from non-English Speaking background and 4% identify as Aboriginal or Torres Strait Islander. We are a partially selective, multicultural high school; highly valued and supported by its community. We are focused on academic achievement, student wellbeing and whole school professional learning aligned to school values and strategic directions.

## Self-assessment and school achievement

### Self-assessment using the School Excellence Framework

This section of the Annual Report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework and participated in an external validation. The framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading. During the external validation process, an independent panel of peer principals considered our evidence and assessment of the school's progress, aligned with the standards articulated in the School Excellence Framework.

The results of this process indicated that our school was delivering or sustaining and growing in all domains except for Student Performance where we were excelling.

Our self-assessment and the external validation process will assist the school to refine the strategic priorities in our School Plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<http://www.dec.nsw.gov.au/about-the-department/our-reforms/school-excellence-framework>

## Strategic Direction 1

### Inspired Learning

#### Purpose

To provide a challenging and harmonious learning environment which enables students to achieve their personal best and develop essential competencies required for success both in and beyond school as discerning, creative and active citizens.

#### Overall summary of progress

The processes identified in the 2015–17 School Plan for strategic Direction 1 were HSC Monitoring and Teacher Learning in: Differentiation, TELL (Teaching English, Language Learners for EAL/D students) and Study Skills. Evidence of school programs, value added NAPLAN and RAP results have been referred to show growth and positive student engagement.

The planned implementation of TELL (Teaching English Language Learners) program – focus areas are Reading, Writing, Talking for teaching and learning. This was achieved and the impact is TELL now has a full school focus. Professional development was provided for 2 staff in TELL. The aim was to fully implement and provide workshops and training of all staff in teaching and learning strategies. Staff across all KLA's have fully embedded explicit TELL strategies into their faculty programs and registrars. The impact is that teachers have used a range of strategies in their classroom practice to improve literacy skills for all students to gain greater academic success at school.

RAP data has been analysed by each KLA to collate and compare student performance, plus value add data is also analysed by staff for the purpose of program reflection and teaching practice evaluation. This direction has been achieved and the impact is that teachers are using data to inform practice, monitor student performance and implement appropriate teaching strategies to support student learning needs.

#### Progress towards achieving improvement measures

| Improvement measures<br>(to be achieved over 3 years)   | Progress achieved this year   | Funds Expended<br>(Resources)   |
|---|---|---|
| A 5% increase in students achieving top two bands in extended responses in the Essential Secondary Science Assessment (ESSA) and the High School Certificate (HSC). | To support students in improving a 5% increase in ESSA and the HSC the development, implementation and promotion of the Personal Goal Setting Program embedded into the reporting cycle. This has been achieved for all years and the impact is to be evaluated for 2017. | \$20,000 – TELL<br>\$27,369 – Aboriginal Student Individual Sponsorship           |
| A 10% increase in students achieving at or above the expected growth in Year 9 NAPLAN Writing, Grammar and Punctuation.   | Value Add data from 9 through to the HSC show that most students gain significant value add and achieve at high levels of performance on external performance measures. Thus suggesting positive relationships and shared responsibility for learning.                    | \$10,460 – Learning for Literacy<br>\$47,722 – English Learning Proficiency –TELL |

#### Next Steps

The school needs to evaluate and monitor the effectiveness and use of HSC monitoring. Implementation is in progress using Onenote.

Increase the use and analysis of RAP and NAPLAN data by all staff to target and support student learning. Evaluate the impact of TELL implementation by comparing data with NAPLAN to show the effectiveness and impact of this program.

The school is to implement Project Based Learning with an introduction to staff and trial of this learning strategy for Year 8. The school, staff, students and parents need to reflect and evaluate the PBL project.

The planned Study Skills Programs will be implemented for all years, plus Gifted and Talented (GERRIC) training is to start in 2017 for all staff.

## Strategic Direction 2

### Enhanced Teaching Capacity

#### Purpose

To develop a school culture in which staff members take shared responsibility for their ongoing learning. Staff will be better equipped to: differentiate the curriculum, inspire students to achieve their personal best and support students with specific learning needs.

#### Overall summary of progress

The progress identified in the 2015–17 School Plan for strategic Direction 2 were to have 100% of teachers seeking or maintaining accreditation successfully complete accreditation, have a 10% increase in staff aspiring to Highly Accomplished Teacher Accreditation, as well as have all staff have their own Professional Learning Plan and complete 20 hours of Teacher professional Learning.

All teachers seeking or maintaining accreditation were successful in achieving this. This was supported by the school executive and in particular the Head Teacher Teaching and Learning.

A Highly Accomplished Teacher program was run for staff. This was a joint initiative between Tempe High, Ashfield Boys High, Dulich Hill High and Canterbury Girls High schools. The uptake from Tempe High School was excellent with staff from most faculties attending. This exceeds 10% improvement in teachers aspiring to achieve this level of accreditation.

All staff at Tempe High School have a Professional Development Plan that they are working through. Tempe High school has offered Gifted and Talented training to staff. Collaboration between teachers, classroom observations and the modelling of effective practice and feedback on teaching practices continues. The Head Teacher Teaching and Learning has presented at staff meetings and faculties have given feedback on what observation and feedback constitutes and how to make this process relevant and not overwhelming.

#### Progress towards achieving improvement measures

| Improvement measures<br>(to be achieved over 3 years)  | Progress achieved this year  | Funds Expended<br>(Resources)  |
|--|--|--|
| 100% of Teachers Seeking or Maintaining Accreditation successfully complete their accreditation.<br><br>10% increase in staff aspiring and working towards Highly Accomplished Teacher accreditation.<br><br>All staff will have their own Professional Learning Plan on myPL and have completed 20 registered hours of TPL. | All staff seeking or maintaining accreditation were successful.<br><br>Teachers from the majority of faculties completed the Highly Accomplished Teacher workshops. This exceeds a 10% increase in teachers aspiring to this accreditation.<br><br>All staff have Professional Learning Plans. | \$34145– Beginning Teacher Funds<br><br>\$6300 – HATS program between Ashfield Boys, Tempe, Canterbury Boys and Dulwich High Schools.<br><br>\$4500 – towards Observations and Professional Learning |

#### Next Steps

Teachers through professional development plans and observations understand and utilise assessment of, for and as learning to differentiate tasks and apply consistent judgement. Teachers across the school were involved in Gifted and Talented training in order to facilitate this process. Faculties evaluated their programs and assessment tasks in light of differentiation strategies. The Every School Every Student committee has been working with teachers from various faculties in order to raise awareness of PLPs and ILPs across the school as well as taking back information on strategies that can be used to differentiate tasks. This process will continue into the future with teachers who were trained in Gifted and Talented Education acting as mentors to colleagues.

Collaboration between teachers, classroom observations and the modelling of effective practice and feedback on

teaching practices will continue. The school has procedures in place to monitor the PDP and observation process. These processes need to be evaluated and refined.

The school needs to maintain a focus on supporting teachers wishing to attain Highly Accomplished Teacher accreditation.



## Strategic Direction 3

### Organisational Effectiveness for Teaching and Learning

#### Purpose

To develop systems and structures that support effective Teaching and Learning through excellent communication, wellbeing and organisational practices.

#### Overall summary of progress

The targeted focus areas for improved organisational systems, policies and procedures have been implemented by the Principal and school executive. The focus was on more effective communication between the school and community, implementation of a new Welfare Policy, refine the procedures for the Learning and Support Team and the administrative system Sentral, plus evaluate and refine the Assessment procedures for students, staff and parents.

#### Progress towards achieving improvement measures

| Improvement measures<br>(to be achieved over 3 years)  | Progress achieved this year  | Funds Expended<br>(Resources)   |
|--|--|---|
| <p>A 10% increase in the number of students attending the Silver Awards Picnic.</p> <p>An increase in parent satisfaction, relating to communication with the school.</p> <p>Percentage improvement will be stated once a baseline figure is determined from the "Tell Them From Me" Survey in 2015.</p> | <p>Effective organisation within the school has improved the data collection for student participation and engagement that enabled a 27% increase in the number of students attending the Silver Award Picnic.</p> <p>The 2015 base data "Tell Them From Me" survey indicated that parents want improved communication with the school.</p> <p>The 2016 is not available but we are expecting significant improvement at the end of the cycle for 2017.</p> <p>Projects undertaken to increase parent satisfaction in regards to communication are Improved Reporting practices, the provision of assessment task summaries online, increased THS Newsletter distribution to 2 per term and the formation of a communications working group.</p> <p>The Parent Teacher Night interviews enabled communication, and also provided opportunities for parents to develop their knowledge of the school. Parents made enquiries and developed appreciation through such events as: a Welcome Event for parents of Year 7, Open Night, Subject Selection Evening and Harmony Day. This has enabled staff to develop strategies to work effectively, sensitively and confidentially with parents and carers.</p> | <p>\$1400 – Silver Award Picnic</p> <p>\$12,600 – Technical Support Officer</p> |

#### Next Steps

Sentral, the school administrative system has continued to be implemented with the Reporting and Markbook Modules. Both need additional time and further training to fully implement across all faculties.

The school will focus on implementing its commitment to increase parent satisfaction and communication with the working group.

The school needs to enable parents access to eDiary .

| Key Initiatives                            | Impact achieved this year  | Resources (annual) |
|--|--|--------------------|
| <b>Aboriginal background loading</b>       | Employment of School Learning Support Officer to assist learning of aboriginal students and to co-ordinate outside agencies has improved the engagement of our Aboriginal students. Further details of some of the programs coordinated through this officer are included at the end of this report.   | \$17 697           |
| <b>English language proficiency</b>        | Teacher time for in-class support, Teacher release time for program co-ordination and course fees, and professional learning associated with the Implementation of Teaching English Language Learners program have all assisted our staff modify faculty programs and assessment tasks to take into account the needs of students from non English speaking backgrounds. As these programs are embedded in classroom practice it is expected that results in external tests will reflect increased student achievement | \$16 978           |
| <b>Low level adjustment for disability</b> | Employment of School Learning Support Officer to assist learning has allowed classroom support for students with low level disabilities to achieve their goals in their Personal Learning Plans. This is reflected in the excellent value add results the school achieves.   | \$47 722           |
| <b>Socio-economic background</b>           | <p>Student Assistance for socio-economically disadvantaged students to enable them to fully access curriculum, excursions, uniform etc.</p> <p>Employment of a Technical support officer to facilitate technology support to underpin our strategic goal of organisational effectiveness to support teaching and learning. This has allowed us to introduce a new reporting platform and support changes to the way our welfare and discipline system is administered.</p>   | \$54 616.22        |
| <b>Support for beginning teachers</b>      | All beginning teachers have been supported and achieved proficiency. Release time, professional development and mentoring were provided with the funding   | \$34145            |
| <b>International Students</b>              | International students contribute significantly to our school community socially, educationally and in terms of funding they bring to the school. They are supported within the school through the employment of a community liaison officer who supports their wellbeing, attendance and educational needs as well as facilitating communication with parents and carers.   | \$52390            |



## Student information

### Student enrolment profile

| Students | Enrolments |      |      |      |
|----------|------------|------|------|------|
|          | 2013       | 2014 | 2015 | 2016 |
| Boys     | 508        | 536  | 541  | 555  |
| Girls    | 421        | 407  | 401  | 397  |

Tempe High School is in high demand with both local and non-local families. Two selective classes of students in Year 7 are populated through a statewide testing and placement procedure. The school is now at capacity with the use of five demountable classrooms and five rooms in the neighbouring primary school. Whilst overall enrolment numbers have remained stable, there has been a slight decrease in the amount of female enrolments over the years.

### Student attendance profile

| School    |      |      |      |      |
|-----------|------|------|------|------|
| Year      | 2013 | 2014 | 2015 | 2016 |
| 7         | 96   | 96   | 95.5 | 96   |
| 8         | 95.2 | 94.2 | 95   | 93.4 |
| 9         | 94.1 | 94.6 | 93.2 | 94.8 |
| 10        | 94.2 | 94.1 | 93.8 | 93.8 |
| 11        | 92.2 | 93.1 | 93.1 | 92.2 |
| 12        | 94.3 | 93.9 | 94.2 | 94.8 |
| All Years | 94.3 | 94.3 | 94.1 | 94.1 |
| State DoE |      |      |      |      |
| Year      | 2013 | 2014 | 2015 | 2016 |
| 7         | 93.2 | 93.3 | 92.7 | 92.8 |
| 8         | 90.9 | 91.1 | 90.6 | 90.5 |
| 9         | 89.4 | 89.7 | 89.3 | 89.1 |
| 10        | 87.7 | 88.1 | 87.7 | 87.6 |
| 11        | 88.3 | 88.8 | 88.2 | 88.2 |
| 12        | 90.1 | 90.3 | 89.9 | 90.1 |
| All Years | 89.9 | 90.2 | 89.7 | 89.7 |

### Management of non-attendance

Our student attendance data continues to be above the state average. The school Welfare Team routinely look at students' attendance to address any individual issues and offer support where it is needed. Our Head Teacher Administration monitors lateness in consultation with the Deputy Principals. In 2016, our Year 8 cohort attendance percentage was lower than in

previous years and this has been the basis of a focus program for 2017.

### Post-school destinations

| Proportion of students moving into post-school education, training or employment | Year 10% | Year 11% | Year 12% |
|--|----------|----------|----------|
| Seeking Employment   | 0        | 0        | 3        |
| Employment   | 0        | 0        | 6        |
| TAFE entry   | 0        | 6        | 8        |
| University Entry   | 0        | 0        | 80       |
| Other  | 0        | 0        | 0        |
| Unknown  | 0        | 1        | 3        |

Post school data reveals that 113 of 142 students from the 2016 HSC cohort were successful in gaining university entry in 2017 (this includes both domestic and international students).

Our students secured entry across a wide variety of tertiary institutions, including; The University Of NSW, The University Of Sydney, University Of Technology Sydney, The Australian Catholic University, Macquarie University, Western Sydney University, The University Of Wollongong, The University Of Newcastle, The University Of Canberra and Southern Cross University.

Students are enrolled across a range of university degree programs; including: Arts, Education, Engineering, Business/Commerce, Health Sciences, Technology and Law.

School leavers from Years 11 and 12 also pursued career pathways via TAFE., with students enrolled in study areas such as Graphics, Fashion, Childcare, Nursing and Beauty/Hairdressing.

### Year 12 students undertaking vocational or trade training

Tempe HS offered Hospitality (Kitchen Operations) on campus in 2016, with 7 % of our Year 12 cohort engaged in this school delivered subject. All students successfully completed competencies in the nationally recognised Certificate II award.

Students in Years 11 and 12 are also able to access VET courses at local TAFE colleges via the TAFE/Vocational Educational and Training Program (TVET). In 2016, students were enrolled across a wide range of vocational learning areas, including: Business Services, Design, Entertainment and Community Services.

School Based Traineeship (SBAT) opportunities are available. This program allows students to combine

traditional HSC subjects with VET training, structure workplace learning and paid work. Our current SBAT students are employed with Qantas, Commonwealth Bank, Westfield and McDonalds.

Many school leavers continue with their vocational studies beyond school, gaining further qualifications and industry experience, whilst others pursue a new study direction.

### Year 12 students attaining HSC or equivalent vocational education qualification

Our Year 12 cohort of 142 students successfully completed the HSC or equivalent vocational educational qualification in 2016.

## Workforce information

### Workforce composition

| Position                              | FTE*  |
|---------------------------------------|-------|
| Principal                             | 1     |
| Deputy Principal(s)                   | 2     |
| Head Teacher(s)                       | 10    |
| Classroom Teacher(s)                  | 47.1  |
| Learning and Support Teacher(s)       | 1     |
| Teacher Librarian                     | 1     |
| Teacher of ESL                        | 1.8   |
| School Counsellor                     | 1     |
| School Administration & Support Staff | 11.77 |
| Other Positions                       | 1     |

\*Full Time Equivalent

Delete text not required.

### Teacher qualifications

All teaching staff meet the professional requirements for teaching in NSW public schools.

### Teacher qualifications

| Qualifications                  | % of staff |
|---------------------------------|------------|
| Undergraduate degree or diploma | 100        |
| Postgraduate degree             |            |

## Financial information (for schools using OASIS for the whole year)

### Financial information

This summary financial information covers funds for operating costs to 2016 and does not involve expenditure areas such as permanent salaries, building and major maintenance.

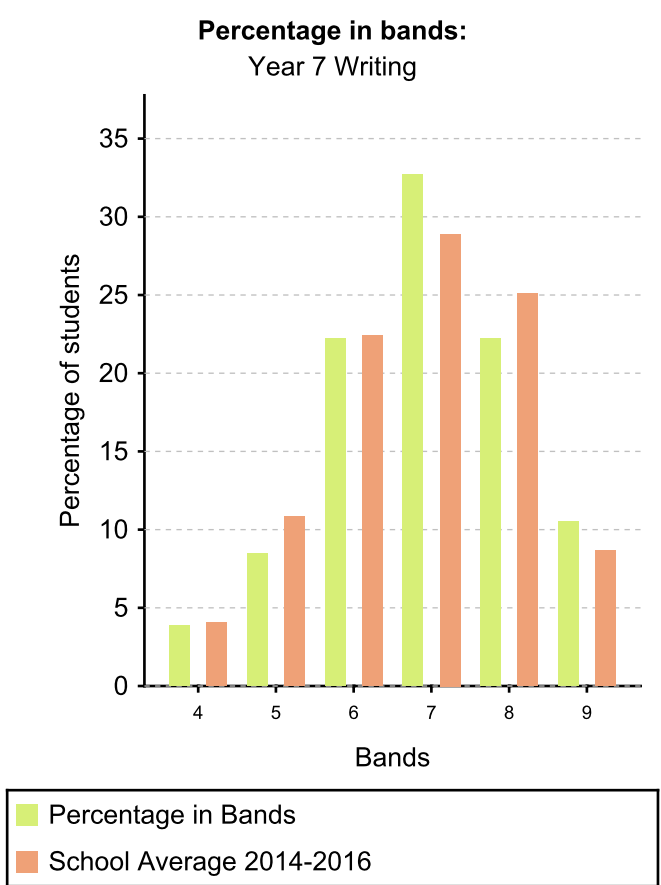
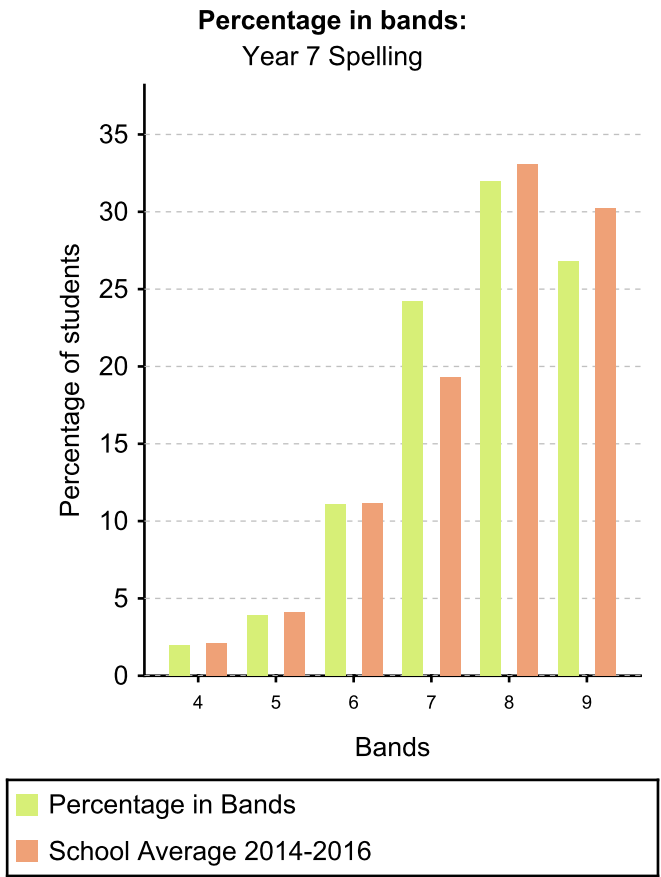
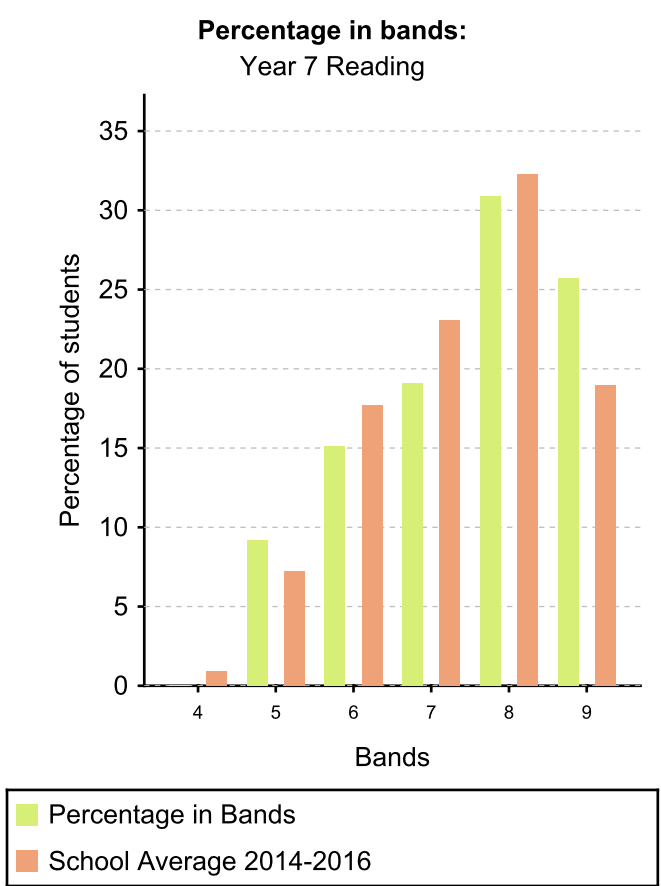
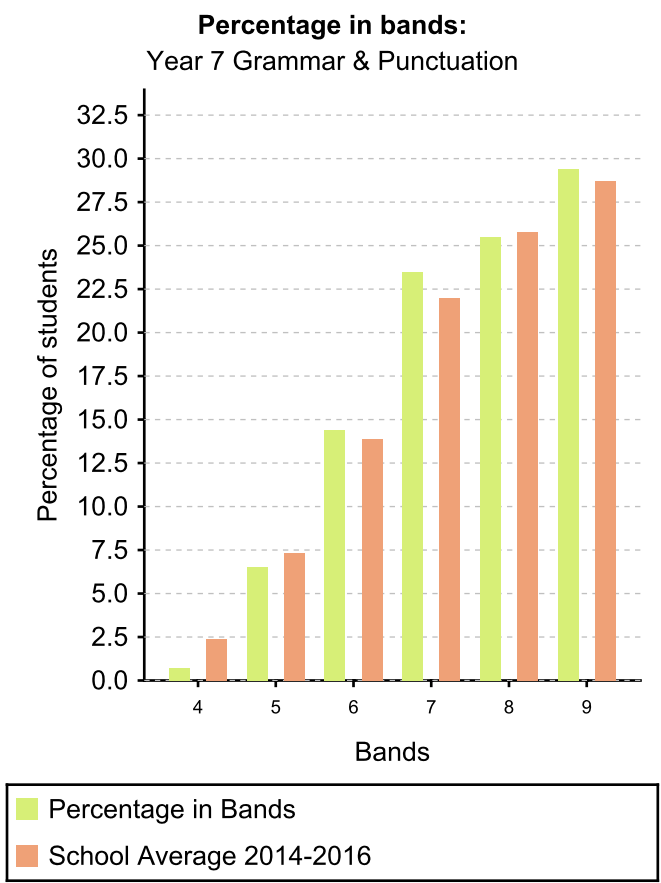
| Income                         | \$                  |
|--------------------------------|---------------------|
| <b>Balance brought forward</b> | <b>485 266.51</b>   |
| Global funds                   | 614 390.45          |
| Tied funds                     | 448 761.87          |
| School & community sources     | 568 130.45          |
| Interest                       | 16 372.19           |
| Trust receipts                 | 54 178.60           |
| Canteen                        | 0.00                |
| <b>Total income</b>            | <b>2 187 100.07</b> |
| <b>Expenditure</b>             |                     |
| Teaching & learning            |                     |
| Key learning areas             | 234 923.77          |
| Excursions                     | 136 933.80          |
| Extracurricular dissections    | 27 935.86           |
| Library                        | 14 688.39           |
| Training & development         | 61 510.70           |
| Tied funds                     | 316 475.47          |
| Short term relief              | 117 254.69          |
| Administration & office        | 236 857.10          |
| School-operated canteen        | 0.00                |
| Utilities                      | 120 589.91          |
| Maintenance                    | 40 727.74           |
| Trust accounts                 | 42 868.20           |
| Capital programs               | 3 045.45            |
| <b>Total expenditure</b>       | <b>1 353 811.08</b> |
| <b>Balance carried forward</b> | <b>833 288.99</b>   |

A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

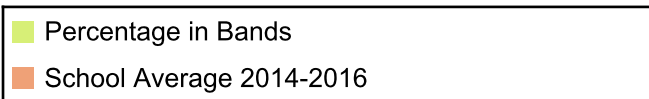
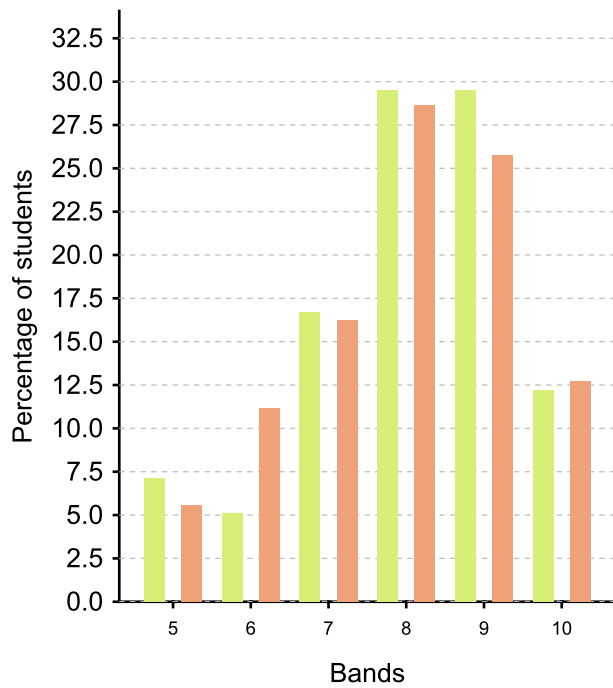
## School performance

### NAPLAN

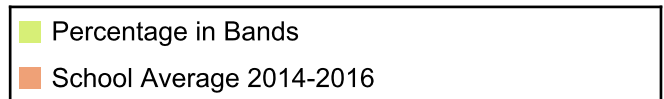
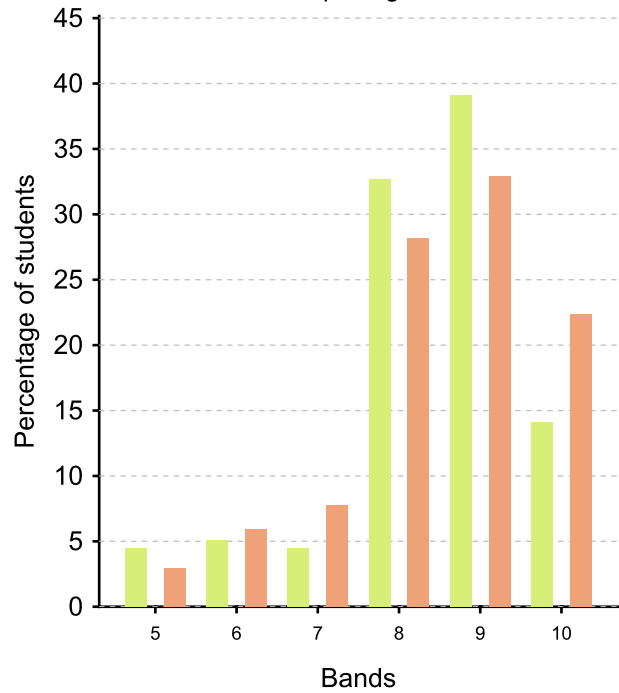
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.



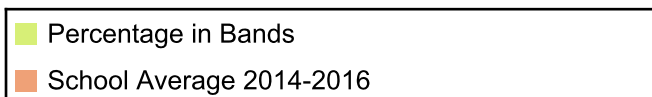
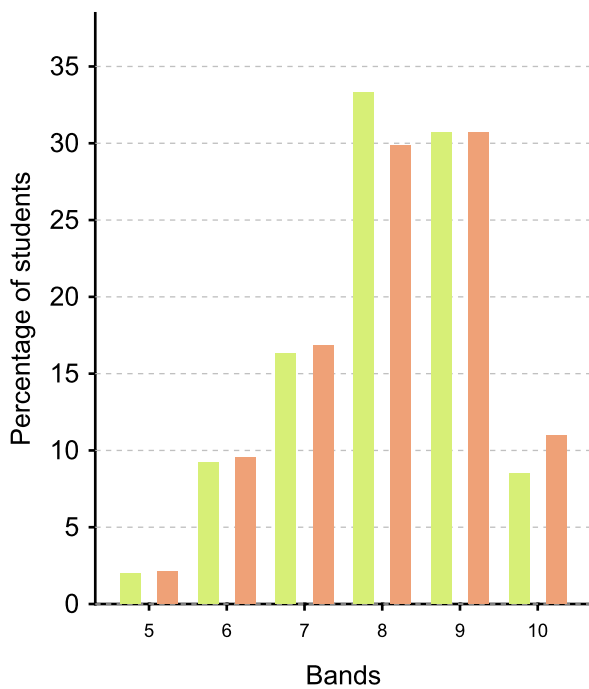
**Percentage in bands:**  
Year 9 Grammar & Punctuation



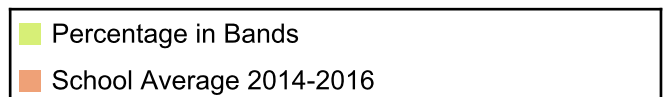
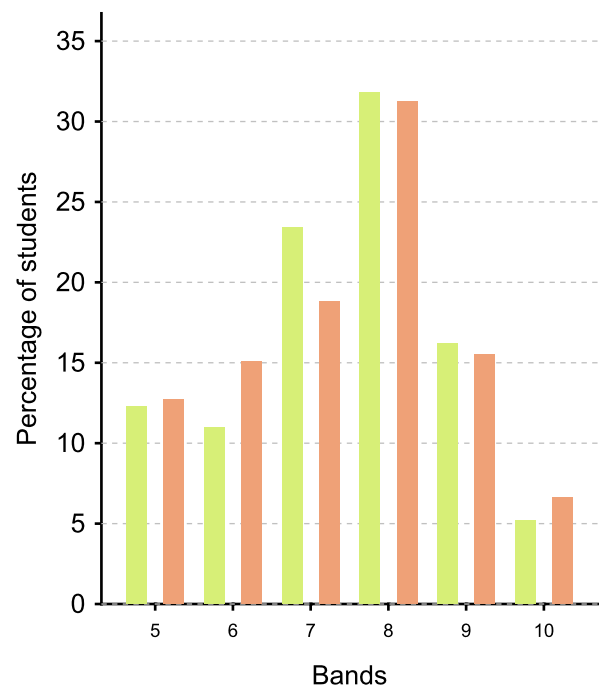
**Percentage in bands:**  
Year 9 Spelling



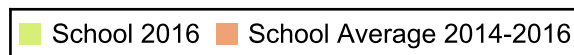
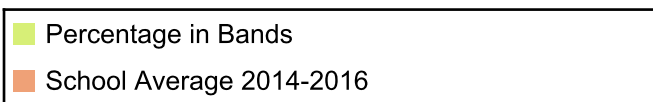
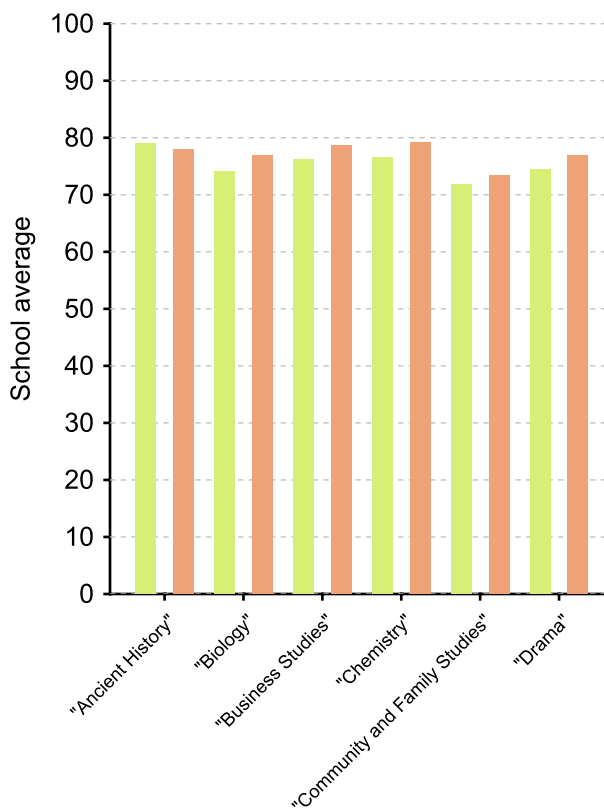
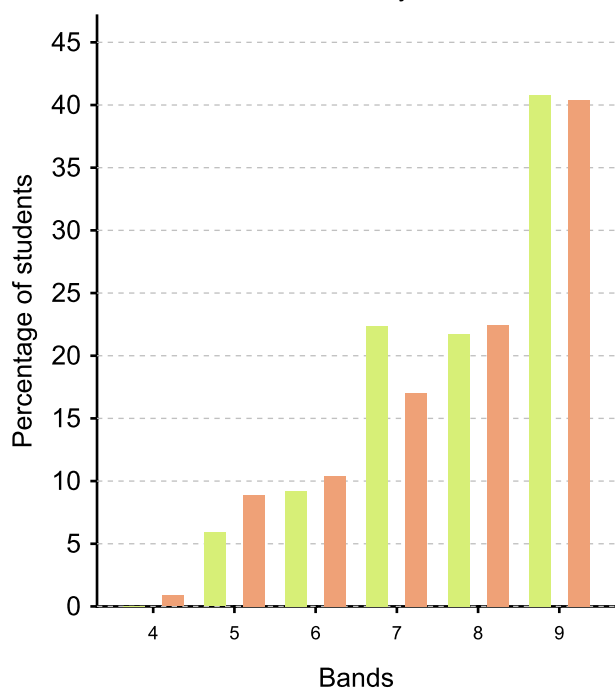
**Percentage in bands:**  
Year 9 Reading



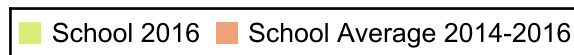
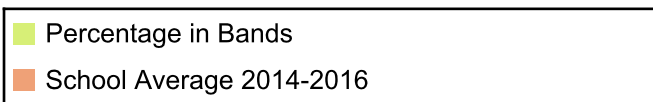
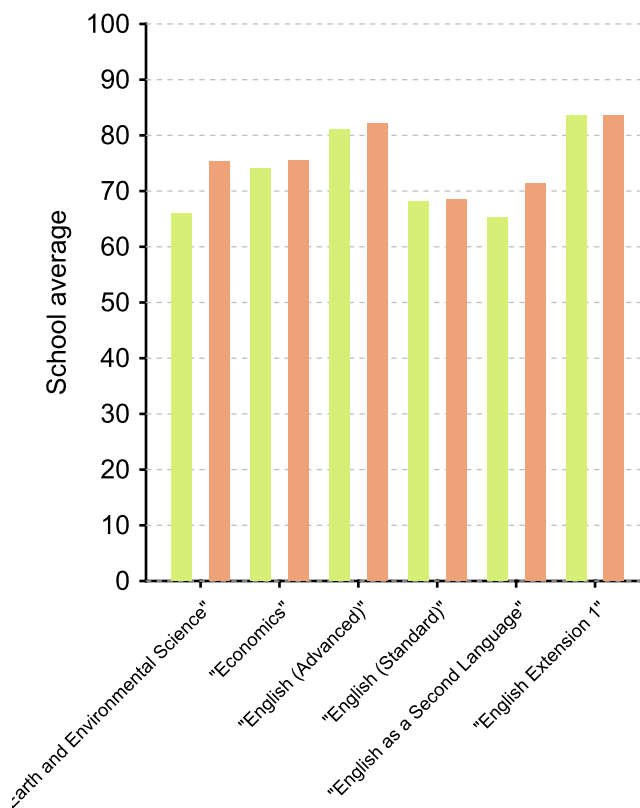
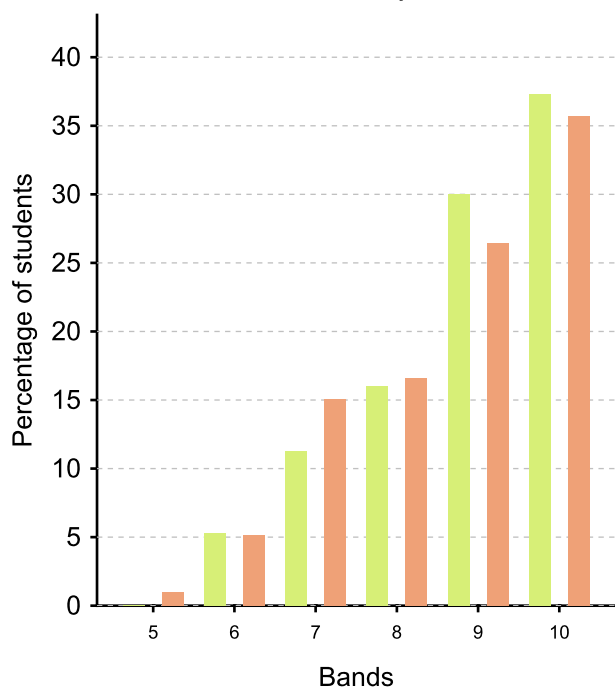
**Percentage in bands:**  
Year 9 Writing



**Percentage in bands:**  
Year 7 Numeracy

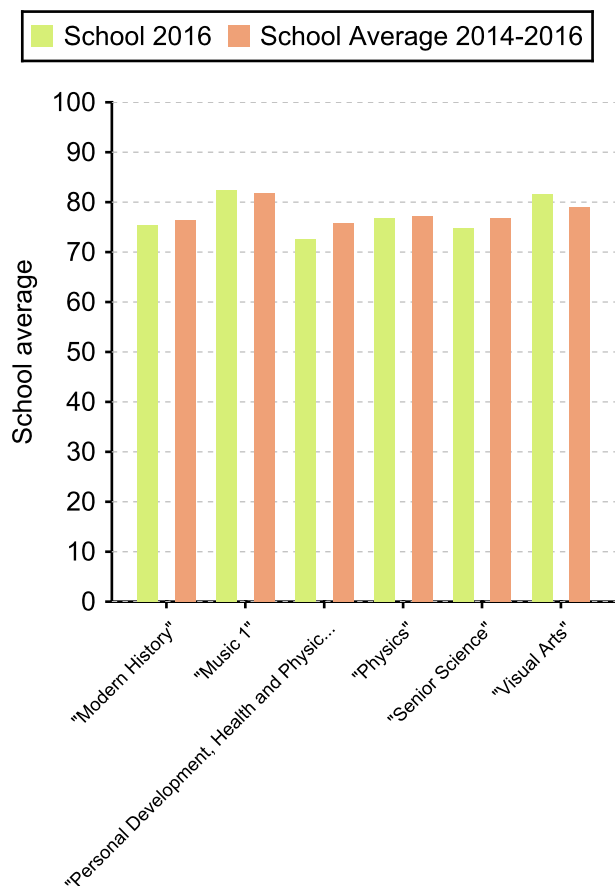
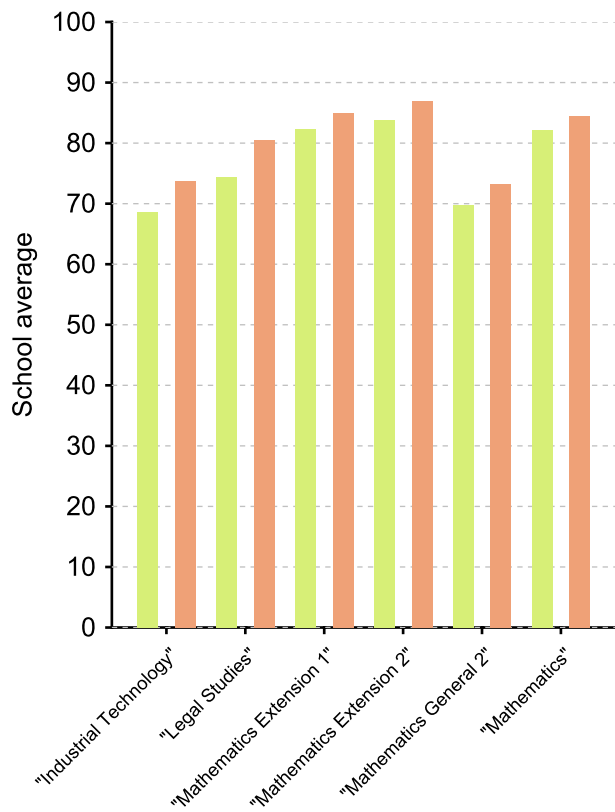


**Percentage in bands:**  
Year 9 Numeracy



## Higher School Certificate (HSC)

The performance of students in the HSC is reported in bands ranging from Band 1 (lowest) to Band 6 (highest).



the various programs for Aboriginal students.

The RAM funding was utilized to employ Mr Harry Murphy as the Aboriginal Projects Co-ordinator. In this role he was instrumental in developing the Personalised Learning Plans (PLPs) with the Aboriginal students.

2016 was the final year of specified funding for individual tutoring for senior Aboriginal students. The tutors employed with this money were an invaluable help in assisting the students with their assessment tasks and preparing for examinations. As a result, we had three Aboriginal students in Year 12 successfully achieve the Higher School Certificate (a retention rate throughout the year of 100%). We also had a retention rate of 80% of the students who continued on from Year 10 into Year 11 completing the HSC Preliminary course –a total of eight students.

2016 saw our continued involvement with the AIME (Australian Indigenous Mentoring Experience) program, National Aboriginal Sporting Chance Academy (NASCA) program, Souths Cares, the Indigenous Literacy Foundation and the Great Debate at NSW Parliament House.

One of the most successful programs throughout the year was the Homework Centre which was held in the library on Monday afternoons after school. This was run with the support of AIME and Compass who organised students from the University of Sydney to tutor the students who attended the centre. Attendance rates at the Homework Centre remained high throughout the year.

Once again, NASCA ran a well-organised, effective and inspiring program of both sporting and cultural activities. The dedicated team from NASCA provided in-class tutoring for the Aboriginal students as well as organising skills, workshops in NRL and AFL, painting workshops and a cooking session with Joanna from The Goanna Hut. The students also attended a camp at the National Centre of Indigenous Excellence.

The structure of the committees within the school at the beginning of 2016 meant there was no Aboriginal Education Committee for the first part of the year. However, a group of committed staff re-formed the committee and met in their own time. The first thing the new committee organised was a NAIDOC Assembly in which a panel of Aboriginal people who were high achievers academically and in their careers, talked inspiringly about their achievements and how they overcame obstacles to reach their goals.

Unfortunately, 2016 saw the very sad demise of the Aboriginal Languages Course which had been run at the school for nearly 15 years. Tempe High School was, for many years, the only Sydney High School to offer Aboriginal Languages. When the Wiradjuri teacher retired, she was not replaced with a teacher of Aboriginal Languages.

## Multicultural and anti-racism education

## Policy requirements

### Aboriginal education

Aboriginal Education in Tempe High School during 2016 continued to be a priority of the School Management Plan. The team of Aboriginal staff at Tempe High School continued to work hard to maintain



Multicultural education at Tempe High School makes sure that all students have access to inclusive teaching and learning experiences. These experiences will allow students to successfully take part in a rapidly changing world where cross-cultural understanding and intercultural communication skills are essential. Positive relationships within the school community are built and maintained by:

- promoting diversity as a positive learning experience
- incorporating multicultural perspectives across all learning domains
- incorporating multicultural, anti-racism, and human rights perspectives in school policies and practices
- enhancing teachers' and students' intercultural understanding and cross-cultural communication skills
- making sure all school policies, including three year strategic and annual plans, codes of conduct, dress codes and discipline policies reflect the diverse nature of the school community
- Support staff including ESL teachers, Community Liaison Officers and Aboriginal support services.

In a school context and with the support of school policies and programs, multicultural education at Tempe High School helps students develop:

- proficiency in English
- competency in a language or languages other than English
- in depth knowledge and awareness of their own and other cultures
- an understanding of the multicultural nature of Australia's past and present history
- an understanding of, and skills to interact in, intercultural setting
- an appreciation of the importance of local, national and international interdependence in social, environmental, economic and political arenas and an understanding that mutual support in these areas is vital to local and global harmony

The annual school Multicultural Day was a great success. A selection of foods from all around the world was offered to both staff and students. Many students and teachers dressed in the national costumes of various countries and a variety of games played by people around the world were introduced and were tried by many students and teachers on the day. Students were entertained by a variety of dance groups including Indian, Macedonian, Vietnamese and Indigenous.